

# Skills

## Federal/Provincial CITC Agreement

A joint Canada-Ontario Policy regarding Community Industrial Training Committees (CITCs) was signed on September 18, 1980, by both federal and provincial officials.

It was signed by W.J. Fox of the Canada Employment and Immigration Commission and T.P. Adams of the Ontario Ministry of Colleges and Universities. The five page agreement outlined CITC formation and development, as well as a brief history of Employer Sponsored Training (EST).

"The role of the CITCs is essentially of an advisory nature to both the Canada Employment and Immigration Commission (CEIC) and the Ontario Ministry of Colleges and Universities (MCU)," the policy states. "The line of responsibility of both organizations for the delivery of all their training programs and services and for the disbursement of funds will remain unchanged."

The Terms of Reference for CITCs are to:

- establish an effective mechanism for consultation and for provision of labour market information within the community;
- advocate the development of industrial manpower requirements in any occupation in the community, particularly in high skill occupations;
- submit training proposals to MCU and CEIC for consideration and approval....;
- advise MCU and CEIC on the quality and effectiveness of the various training programs and services provided to the community;

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to stimulate career-oriented  
education programs

- evaluate and recommend to the appropriate authorities modifications to existing training mechanisms to enhance their suitability;
- assist in the selection and referral of trainees;
- assist in the monitoring and evaluation of the training programs; and
- facilitate bridging the gap between school and entry or re-entry into the labour force by promoting the co-ordinated use of existing programs and services within the community...

The paper also outlined rules for the formation of a Community Industrial Training Committee. A copy of the agreement is available upon request from:

The Editor  
SKILLS

## Scarborough program helps drop-outs to drop back

Drop-outs will come back to school as long as they don't have to come back to school.

Strange as it may seem . . . that's been the experience of (CARP), the Co-operative Alternative Re-entry Program, operated by Bruce Arthur and Chris Collins of the Scarborough Board of Education.

"This program works because it does not appear to be related to a school environment", Mr. Collins said. "Mature participants, and recent drop-outs don't feel comfortable in a traditional classroom; that's why it centres on the workplace, not the classroom."

The program, begun in September, 1980, operates year round, with a maximum of 35 participants at any one time. Half of the participants are aged 16-20; 20% are aged 20 to





25 and the remainder are aged 25 to 50.

The Co-operative Alternative Re-entry Program, patterned after similar innovations in Cornwall, Ottawa and Sudbury, consists of a one-month Life Skills component, followed by three months' on-the-job training. Participants get three Secondary School Graduation Diploma Credits--one for the Life Skills Component and two for the on-the-job experience under Co-operative Education provisions.

The Life Skills component is conducted in Board facilities; so far, a portable--physically separated from the main school building--has worked best.

During the first month, the program attempts to prepare participants for the world of work and to upgrade academic skills. Lack of language skills seems to be participants' biggest hurdle. "If they can't read well, they'll have difficulty in any job; they'll even have difficulty with the learning materials we've given them", Mr. Collins said. "Lack of communications and mathematical skills is the biggest problem."

Once the participants complete the Life Skills program, they are assigned to one of about 15 employers in the borough for three months. Many of the participants are offered full-time jobs; those who are not, generally get a good reference.

Mr. Collins is quick to point out that not all participants succeed. The typical drop-outs from the Co-operative Alternative Re-entry Program are young people who have

only been out of school for a few months.

"We have much greater success with people who have worked for some time and realize both the demands of the working world and their need for upgrading", Mr. Collins said. "Our greatest success is with older people who want to change careers."

For the older participants, the program offers credits for past experience, as well as three credits for CARP.

"So far we're convinced that the program is worthwhile", Mr. Collins said. "It can help the unemployed person, as well as the underemployed or dissatisfied worker."

For further information on the Scarborough program, contact: Bruce Arthur or Chris Collins Co-operative Alternative Re-Entry Program

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NOTE: This article is based on material provided to the Editor of SKILLS by the Scarborough Board of Education. If you have information you would like to share with other readers of SKILLS, please forward it to the Editor.

## Skills shortage is nation-wide

About one out of two employers predict recruiting difficulties, a recent survey by the Economic Council of Canada shows.

The Human Resources Survey, by Gordon Betcherman, reviews the recruitment experiences of 1,400 establishments in virtually all industries across Canada. Data on the incidence and types of shortages, as well as the strategies employed by firms to address these shortages, are reviewed. A summary of the findings appears below:

### Highlights

- o About one-half of the 1,354 establishments surveyed reported



hiring difficulties in the recent past and most anticipate similar shortages in the near future.

- The problem of finding required skills is greatest in Western Canada, particularly in Alberta. Establishments in Quebec and the Atlantic provinces are less affected by hiring difficulties while Ontario is at the national average. Mining and manufacturing establishments are most affected by shortages.
- The most critical problems are with specific advanced blue-collar skills associated with product fabricating, repair and machining occupations. Serious shortages exist for engineers and certain related technologists.
- Skill shortages are nationwide and are not just restricted to particular regions. Consequently, inter-regional mobility is not an effective solution.
- The training effort in industry is not directed toward the acquisition of high-level skills. Although some vocational training is reported in most establishments, only a small part is aimed at critical shortages through long-term development programs.

#### Types of Shortages

- More than one third of all hiring difficulties involve two occupational groups:

Product fabricating and repair - including occupations concerned with using manufactured components and assemblies to produce or repair products, such as industrial maintenance mechanics, motor vehicle mechanics and industrial electricians.

Machining - including occupations which prepare and set up machines and machine tools such as tool and die making and machining as well as machine tool setting.

- Other difficulties include welders and blue-collar skills in the processing and construction categories, particularly in the West.
- Among white-collar skills, shortages are prevalent within the sciences and engineering category, specifically, systems analysts, engineering technicians, draftspersons, and virtually all types of engineers. Managerial personnel involved principally with financial functions are also in short supply.

#### Meeting Skill Requirement

- Although establishments employ a variety of strategies when faced with recruiting difficulties, the most often used is vocational training.
- Although vocational training is the dominant response for acquiring blue-collar skills, search outside the region is the most common method used to overcome difficulties finding sciences and engineering personnel.
- Larger organizations are more able to effectively respond to a lack of available skills. Smaller organizations are often forced to curtail production and lower job qualifications to attract the necessary employees.
- Most establishments surveyed reported that they carried out some vocational training in the past year. However, most programs were not intended for the transmission of high-level skills. Only about one-third of all respondents instituted training of more than three months' duration, while 19 percent reported training programs lasting one year or more.
- The incidence of vocational training is highest in mining, finance, insurance and real estate. Longer-term training is more likely in mining, while much of the training within finance, insurance and real estate is short-term.



- The larger the establishment the more likely it is to institute some vocational training.
- Almost one-fifth of all training programs involve employees in the product fabricating and repair group. Clerical skills are also a major focus of training activity. Machining, science and engineering skills are not widely transmitted through training in industry.
- Programs involving product fabrication, repair and machining use both classroom and on-the-job instruction. Management training takes place in the classroom, while training of clerical personnel most often takes place on the job.
- Apprenticeship training is not the major part of skill development programs. Only 16 percent of respondents had apprentices during the previous 12 months. Product fabricating, repair, machining and construction occupations accounted for most of the apprentices.
- Most training goes on without financial aid from government. Only one in five programs (primarily blue-collar) benefitted from government assistance.

## HITAC develops unique programs

The Hamilton Industrial Training Advisory Committee (HITAC) is the grand-daddy of Community Industrial Training Committees; in fact, it was a CITC before there even were CITCs.

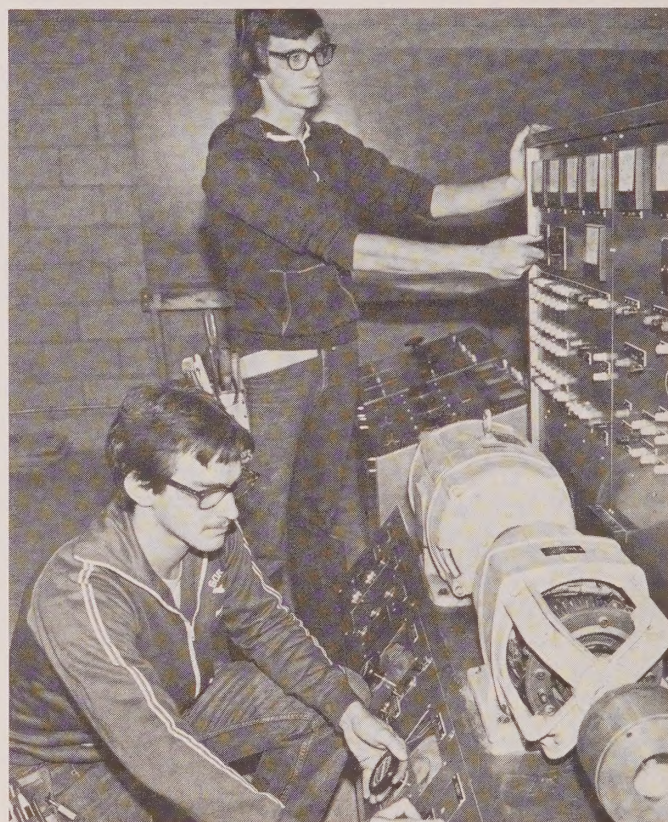
HITAC was originally organized in 1975 to promote industry-based skills training. Since then, HITAC has grown as local industry recognized the practical value of participating in its programs.

In October, 1979, HITAC conducted a survey, which identified clearly, the critical need for skilled workers in the Hamilton area. It showed a demand for 1,000 machinists, 950 industrial mechanics, 850 fitter-welders, 750

industrial electricians and 350 tool and die makers.

Initially, HITAC training programs to meet this need were provided jointly by industry and Mohawk College of Applied Arts and Technology. But it was soon recognized that Mohawk's facilities could not fulfill the need.

HITAC knew what had to be done; it decided to develop a new facility --one that would duplicate the



workplace. With the financial assistance of the Ministry of Colleges and Universities and the co-operation of Mohawk College, a lease was negotiated for a building at 350 Dosco Drive in April, 1980. Renovations were carried out during the summer; much of the equipment and machinery was donated by local industries. By fall, the 31,000-square-foot facility was ready to deliver industrial training, as the Hamilton Industrial Training Centre.

The Hamilton Industrial Training Centre will initially be involved in two major programs. The Industrial Craftsperson Internship Program, trains persons in five occupations--industrial mechanic, industrial machinist, industrial electrician, fitter-welder and tool



& die maker occupations. During the 1980-81 training year, more than 100 persons began training--20 in each of these five occupations. Another 100 will start this September.

Trainees spend three, four-month sessions in the centre receiving classroom training from the staff of Mohawk College in a realistic simulation of an industrial environment. Each session of classroom training is followed by a period of on-the-job experience--for four months after the first two sessions and 16 months after the third. During the on-the-job period, trainees are rotated among different industrial employers to ensure a wide variety of on-the-job training. This timetable affords opportunity for effective control of the training process. Funds for delivery of this program come from the Employer Sponsored Training initiative.

Industry people on the Committee are active in monitoring the program, developing standards and content as well as in candidate selection.

A second major program is Industrial Orientation, which began November 24, 1980. Five Grade 12 classes (100 students) visit the centre for an orientation into their chosen trades. The visits are scheduled for one day a week for several weeks. The visits release the students' Technical Education instructor who, in turn, relieves guidance counsellors. While Technical Education instructors teach a career guidance program to Grade 9 and 10 students, the guidance counsellor attends the Hamilton Industrial Training Centre, or a local workplace, for further industrial orientation. This program, also funded by the Ministry of Colleges and Universities, is jointly administered by HITAC and Mohawk College, and is an example of the forward-thinking of this energetic and community-conscious group.

Ken MacKay  
Manpower Training Branch

## Resources

### Ministry of Colleges and Universities

- Training in Business and Industry (TIBI)

This bilingual brochure, aimed at employers, provides information on what this short-term training program is all about. The training not only provides employers with the opportunity to become more competitive, but also equips employees with new or enhanced portable skills.

Training in Business and Industry (TIBI) can be ordered from the Editor of SKILLS.

### Ministry of Education

- After 8?

A guide for elementary school students and their parents about secondary and post-secondary education in Ontario.

- Credit for School of Hard Knocks

Describes ways for mature students to obtain credits toward a Secondary School Graduation Diploma in recognition of experience.

- Horizons

This book tells about courses and programs offered by Ontario community colleges, universities, registered private vocational schools and other institutions.

- Skills Training

A guide to skill-training opportunities in Ontario; describes most federally and provincially sponsored schemes of interest to students, job-seekers, instructors, counsellors and employers.

To obtain copies of any of the above publications, write:

Communication Services Branch  
Ministry of Education  
14th Floor, Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1L2



## Anisef study describes students

A recent study entitled "Is the Die Cast?" provides new information about high school graduates.

During 1979, researchers contacted 1,522 students who graduated from Grade 12 in 1973. Chapter 7 of "Is the Die Cast?" compares the total sample of 1,522 with the 54 persons who became apprentices.

The study was funded by the Ontario Ministry of Colleges and Universities. It was conducted by Paul Anisef, J. Gottfried Paasche and Anton H. Turritin. "Is the Die Cast?" may be ordered from:

The Ontario Government Bookstore  
880 Bay Street  
Toronto, Ontario  
M7A 1L2

## Linkage update

About 6,000 Grade 12 students were enrolled in Linkage as of December 31, 1980:

Baker - 83  
Retail Meat Cutter - 4  
Cook - 235  
Hairdresser - 165  
General Machinist - 2,528  
Construction and Industrial  
Millwright - 202  
Major Appliance Repair  
Technician - 115  
Motor Vehicle Mechanic - 2,445  
TOTAL - 5,777

A total of 265 schools in 69 Boards of Education have agreed to participate in the Linkage project as of December 31, 1980. A ninth Linkage occupation--Motor Vehicle Mechanic--was introduced September, 1980. CITCs may obtain detailed information on Linkage registrations by board, by grade and by occupation from the Regional Director of Education or the Editor of SKILLS.

## Premier announces BILD program

On January 27, 1981, the Honourable William G. Davis, Premier of Ontario, released "Building Ontario in the 1980's". The following excerpt from that document may be of interest to readers of SKILLS:

### ECONOMIC GOAL

Ontario will expand its investment in people so that our labour force has the skills, the mobility, and the productivity to maximize the Province's growth potential in the 1980's.

Ontario's industrial future depends in large measure on its strongest asset - its human resources. The growth of the Province's educational structure in the 1960's and 1970's put Ontario among the leading industrial jurisdictions in the creation of a talented and highly educated workforce. The flow of new people to the Province from elsewhere in Canada and abroad has added further to the vitality of our human resources. As a consequence, a solid base is in place for the creative requirements of high technology industries and an expanding economy in the 1980's.

As we move through the 1980's, the nature of Ontario's labour force will alter. The average age of workers will increase and women in increasing numbers will continue to seek paying jobs. These trends will be accompanied by fundamental economic shifts as well. As the economy adapts to higher energy prices, tougher international competition, huge new resource development projects and the impact of new technologies, so must Ontario's labour force adapt. The combined effect of these challenges will be to create new occupational requirements and skill opportunities in innovation, management and production.

The Federal Minister of Employment and Immigration recently announced new programs and expanded funding to deal with permanent job losses in communities experiencing severe sectoral adjustments. These federal measures will help temporar-











# SKILLS READER SURVEY

LET US KNOW HOW WE'RE DOING! The following survey requests your comments on the quality and format of the SKILLS newsletter. Please assist us in making changes and improvements by completing all the questions. Postage is prepaid. We look forward to receiving your response as soon as possible.

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5. Which SKILLS articles do you find most useful?

☐ Program Profiles i.e. TBI, Linkage  
☐ General Articles  
☐ Resource listings of films, brochures, etc.  
☐ Profiles of People in Government  
☐ Statistical Information  
☐ Directory listings i.e. Community Industrial Training Committees.

6. Please specify other types of information you would like to see in future issues:

\_\_\_\_\_

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4. The newsletter is published and distributed four times per year. Is this  
☐ too often  
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ily to cushion the effects of industrial restructuring in designated areas of particular need, and therefore are welcome. But longer-term fundamental improvements in the dynamics of the labour market are needed to ensure optimum economic growth.

The Government of Ontario will invest some \$200 million over the next five years on long-term manpower initiatives.

Ontario's human resource policy for the 1980's will focus on four key thrusts:

- developing our own skills;
- retraining existing manpower to adapt to changing technology;
- achieving a closer link between our educational institutions and the needs of the workplace; and
- modernizing our pension system.

## Linkage to be expanded

A policy statement on the expansion of the Linkage project into college diploma and certificate programs was issued on January 20, 1981.

Memorandum 81-A-1 was issued by T. P. Adams, Assistant Deputy Minister, College Affairs and Manpower Training Division, to the presidents of colleges of applied arts and technology; it may also be of interest to other readers of SKILLS. The memo reads:

The initial Linkage project was launched in 1978 to support a long-standing Ministry policy aimed at facilitating the passage of students from one component of the educational system to another. This memorandum will outline the policy context of the Linkage concept, summarize the progress of the initial project in the apprenticeship area, and describe the proposed approach for expanding Linkage into other certificate and diploma program areas.

### Training Credit Policy

In his statement to the Legislature on May 21, 1965, the Honourable

William G. Davis described the proposed college system as "a welding into a coherent whole of the parts which have sometimes seemed fragmented and unrelated, so that we have a complete system extending from the kindergarten to the post-secondary school." In 1971, a letter of understanding was signed by the Ministers of Education and Labour outlining a new formula for converting secondary school credits to apprenticeship time credits. The policy was reaffirmed in Memorandum No. 73-A-12, in which the Ministry encouraged the colleges to meet with the Boards of Education to discuss overlap of programs and duplication of facilities. The following year, in Memorandum No. 74-E-3, the Ministry urged the colleges to grant advanced standing to applicants possessing qualifications which exceed the basic admission requirements. To further encourage the implementation of this policy across the various components of the education/training system, the Linkage concept has been introduced.

### Linkage I: The Apprenticeship Component

The Linkage I project allows students in secondary schools to receive full credit for the initial block of institutional training (Basic Level) given to apprentices, usually through the colleges of applied arts and technology. This has resulted not only in reducing the total in-school training time for the student, but also in a better fit between the secondary school system and the apprenticeship program. As a result, many secondary school students are currently registered in the following courses which have been adapted to the Linkage concept: Motor Vehicle Mechanic, General Machinist, Industrial Millwright, Construction Millwright, Cook, Baker, Hairstylist, Retail Meat Cutter, and Major Appliance Service Technician.

### Linkage II: The Certificate and Diploma Component

In this segment of the education/training system, the Linkage pro-



ject will serve to encourage discussion between secondary schools and the colleges, and to determine through pilot projects the feasibility of providing secondary school graduates with advanced standing in college programs. It is appreciated that many colleges have initiated their own credit program with local secondary schools. The purpose of the Linkage II project is to explore ways and means of developing a credit system of province-wide applicability similar to the Linkage I project.

To prepare for the implementation of the pilot stage of the Linkage II project, preliminary discussions have been held with several system-wide groups of college officials. As a result of these and other discussions, it is proposed that the Linkage II project consist of:

- (a) the implementation of pilot projects in the following program areas: Electronics, Drafting, Welding, Secretarial/Stenographic and Woods Industry.

With the exception of the Woods Industry, each college region (i.e., north, east, west and central) will be involved with pilot projects covering all of the other occupational programs. Projects relating to the Woods Industry will depend on local requirements and are still under review. In other words, there are likely to be a minimum of sixteen pilot projects throughout Ontario (four regions x four occupations), plus the Woods Industry projects.

- (b) the establishment of Local Linkage Committees to develop, at the local level, innovative ways to implement the Ministry's policy on training credits. These committees will bring together secondary school and college subject teachers to develop specific action plans to bring about the desired linkage.

- (c) the establishment of a monitoring process by the Local Linkage Committees and the college operating committees (e.g., Senior Academic Officers, etc.).

If you have any questions or would like to comment on this matter, please do not hesitate to contact Mr. E. L. Kerridge, Director of the Manpower Training Branch at 965-6161.

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# Métiers

METIERS, le version en français du 'SKILLS', est disponible sur demande auprès de l'éditeur.

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SKILLS is published by the Manpower Training Branch. Your letters and articles are most welcome; they should be addressed to the Editor. If you know of anyone who you feel would enjoy receiving SKILLS, please notify the Editor, at the NEW address:

The Editor  
SKILLS  
Manpower Training Branch  
1200 Bay Street, 12th Floor  
Toronto, Ontario  
M5R 2A6

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# TRAINING UNDER E.S.T.

There are now 59 Community Industrial Training Committees active in the province; of these, 36 are training skilled workers through Employer Sponsored Training. As of December 31, 1980, there were 1,869 persons in training. 1,900 were also involved in a 10-day Industrial Orientation Program.

Location	Committee or Association	Trainees Type	TRAINEES	
			Number Projected Under Letter of Intent	Number Training
Atikokan	Manpower Adjustment Committee (Steep Rock)	Electrician Upgrading	%	12
Barrie	Community Industrial Training Committee	Tool and Die	13	8
		General Machinist	11	8
		Industrial Mechanic	6	7
		Mould Maker	4	2
Brampton/Miss. (Peel Region)	Peel Region Industrial Train- ing Advisory Committee	Maintenance Mechanic	50	39
		Machine Tool Setter Operator Phase II thru IV	57	**
Brantford (Brant County)	Brant Industrial Training Advisory Committee	Machinist	{	16
		Tool and Die		12
		Maintenance Mechanic		2
Brockville (Leeds & Grenville Counties)	Leeds & Grenville Industrial Training Advisory Committee	Machinist	20	4
		Tool & Die	4	1
		Maintenance Mechanic	11	2
		Mould Maker	**	**
		Instrument Mechanic	**	**
Chatham (Kent County)	Kent Industrial Training Committee	Machinist	7	3
		Tool & Die	6	3
		Maintenance Mechanic	14	8
		Fitter Welder	2	2
Cornwall (Stormont Dundas & Glengarry Counties)	Stormont, Dundas and Glengarry Industrial Training Committee	General Machinist	13	14
		Maintenance Mechanic	22	21
		Fitter Welder	11	**
Cobourg/Port Hope (Northumberland County)	Northumberland Industrial Training Advisory Committee	Machinist	4	3
		Tool & Die	7	3
		Industrial Mechanic	21	22
**	No data as yet	%	Program (No Letter of Intent signed)	



<u>Location</u>	<u>Committee or Association</u>	<u>Training Type</u>	TRAINEES	
			<u>Number Projected Under Letter of Intent</u>	<u>Number Training</u>
Orillia	Orillia & Area Industrial Training Committee	Tool & Die	4	3
		General Machinist	15	21
		Industrial Maintenance Mechanic	2	3
Oshawa (Durham County)	Durham Organization for Industrial Training (DO IT)	Tool & Die	34	7
		General Machinist	33	29
		Fitter-Welder	18	**
Ottawa	Ottawa-Carleton Industrial Training Committee	Bakers	26	**
		Machinist	85	59
Owen Sound (Grey and Bruce Counties)	Grey-Bruce Industrial Training Committee	General Machinist	22	16
		Tool & Die	13	3
		Industrial Mechanic	8	3
Peterborough	Peterborough Industrial	Tool & Die	39	26
		Machinist	20	14
		Industrial Mechanic	11	7
Sarnia (Lambton County)	Lambton Industrial Training Committee	General Machinist	21	27
		Maintenance Mechanic	64	65
		Instrument Mechanic	43	65
		Fitter-Welder	31	10
St. Thomas (Elgin County)	Elgin County Industrial Needs Council	Maintenance Mechanic	40	27
Sudbury	Sudbury Industrial Training Advisory Committee	General Machinist	9	**
Toronto Central	Toronto Advisory Committee on Employment Training (TACET)	Tool & Die	24	1
		Mould Maker	28	2
		Machinist	22	5
		Industrial Mechanic	--	1
Wallaceburg	Wallaceburg & District Industrial Training Advisory Committee	Tool & Die	13	27
		General Machinist	16	2
		Maintenance Mechanic	5	2
		Mould Maker	1	**



East Metro	East Metro Industrial Training Advisory Committee	General Machinist Machinist Co-op Pre-Apprentice Program	23 %	** 40
Hamilton	Hamilton Industrial Training Advisory Committee (HITAC)	Industrial Machinist Industrial Mechanic Fitter Welder Industrial Electrician Tool & Die Industrial Orientation (10-day)	% % % % % %	49c 56c 20 2 20 1900
Hearst	Hearst Industrial Training Advisory Committee	Tractor Trailer Program	% %	12* 6+
Kingston	Kingston & Area Community Industrial Training Committee	Machinists Maintenance Mechanics Tool & Die	55	16
Kirkland Lake	Kirkland Lake & District Industrial Training Advisory Committee	Industrial Millwright Upgrading Millwrights	20 41	7 41
London	London Industrial Training Advisory Board (LITAB)	Machinist Tool & Die Industrial Mechanic Mould Maker Fitter-Welder Industrial Electrician Program	25 24 26 17 16 %	7 6 10 8 5 9
Midland	Midland/Penetanguishene Industrial Training Committee	Tool & Die Mould Maker General Machinist Maintenance Mechanic	6 4 4 6	7 3 9 8
New Liskeard, Haileybury & Cobalt	Tri-Town Community Industrial Training Committee	Millwrights upgrading New Trainees	62 19	67 19
Niagara Peninsula	Niagara Industrial Training Advisory Committee (NITAC)	Machinist Maintenance Mechanic Mould Maker Tool & Die Instrument Mechanic	59 62 ** 19 5	35 46 ** 11 3
** No data as yet + Paying own way		* Employer sponsored	c Includes 20 Electrical Apprentices	% Program (No Letter of Intent signed)



<u>Location</u>	<u>Committee or Association</u>	<u>Trainees Type</u>	<u>TRAINEES</u>	
			<u>Number Projected Under Letter of Intent</u>	<u>Number Training</u>
Woodstock (Oxford County)	Oxford Industrial Training Group	Machinist	51	51
<u>Province-Wide</u>				
A.P.M.A.	The Automotive Parts Manufacturers' Assn. of Canada	Machinist	37	24
		Tool & Die	110	70
		Mould Maker	3	--
		Maintenance Mechanica	60	34
		Instrument Mechanic	8	2
		Fitter-Welder	12	3
H.R.A.I.	Heating, Refrigeration and Air Conditioning Institute of Canada	Small Commercial System Design	%	26
		Residential System Design	%	50
		Residential Heat Pump	%	14
H.U.D.A.C.	Housing and Urban Development Association of Canada	Carpentry Framing	%	57
C.M.B.A.	Canadian Machine Builders' Association	Tool & Die General Machinist	{ 91	5
				29
C.T.M.A.	Canadian Tooling Manufacturers' Association	Tool & Die Mould Maker General Machinist	{ 437	129
				47
				35
M.E.M.A.C.	Machinery & Equipment Manufacturers' Association of Canada	Mould Maker Machinist Industrial Mechanic Tool & Die Fitter-Welder	10 76 45 4 21	10 28 2 ** **
Thunder Bay Area	Grain Trade Industrial Training Committee	Industrial Millwrights	145	105
Thunder Bay (North Western Ontario)	North Western Ontario Pulp & Paper Industrial Advisory Committee	Instrument Mechanic	45	*
%	Program (No Letter of Intent signed)	*	Employer sponsored	** No data as yet